QACPS District Plan to Reopen

Andrea M. Kane, Ph.D., Superintendent of Schools
Gregory J. Pilewski, Deputy Superintendent

July 1, 2020
Purpose

- To communicate and provide updates on the major recommendations of the QACPS District Recovery Plan to Reopen Schools for 2020-2021.
District Structure to Reopen and Continuity of Learning 2020-2021

Phase 1: Plan and Organize

Phase 2: Implement and Support

Phase 3: Evaluate and Adjust
District Structure to Reopen Plan

- QACPS District Plan will cover the next 24 months
- Tiger Teams-Phase 2 with employee stakeholder members

TIGER Team 1: Facilities and Operations
TIGER Team 2: Continuity of Teaching and Learning
TIGER Team 3: Accountability, Grading, and Reporting
TIGER Team 4: Social and Emotional Support
TIGER Team 5: Technology and Connectivity
TIGER Team 6: Staffing, Professional Development, Teacher Evaluations
Strategic Milestones

- May 29, 2020 - Tiger Teams (phase two kick-off)
- June 5, 2020 - Tiger Teams (checkpoint #1)
- June 12, 2020 - Tiger Teams (checkpoint #2)
- June 16, 2020 - Teacher Survey (post school closure period kick-off)
- June 17, 2020 - Parent Survey (post school closure period kick-off)
- June 19, 2020 - Tiger Teams (final recommendations to Executive Team)
- July 1, 2020 - Recommendations presented to BOE
- July 1-24, 2020 - Public input on QACPS District Plan to Reopen
- August 5, 2020 - Revised QACPS District Plan presented to BOE
- August 14, 2020 - QACPS District Plan to Reopen (posted on QACPS website)
Tiger Team #1
Facilities and Operations

Mrs. Carla Pullen (Project Manager)
Facilities Planner

Mrs. Maria Lagares-Fellers (Project Manager)
Coordinator of School Nurses
Team #1 Recommendations

Building Access

1) If required, screen all students for fever and symptoms
2) Staff must self-screen at all QACPS buildings
3) Forego outside visitor access, except for immediate student needs
Team #1 Recommendations

Building Utilization

1) 50% capacity at each school (10-15 students per classroom)
2) Declutter classrooms
3) Create student and teacher cohorts
4) Adjust schedules so students use one classroom/one restroom
5) Create markers for path of travel and social distancing
6) Use outdoors spaces for instruction if possible and safe
Team #1 Recommendations

Building Utilization

7) Use digital resources in Media Centers versus traditional book check-out
8) Provide an isolation space for at-risk students/staff
9) No use of QACPS buildings for outside groups
10) No shared storage, equipment, or supplies
11) Install physical barriers for 6 foot distancing where required (i.e. front desk, cafeteria, etc.)
Team #1 Recommendations

Cleaning & Sanitizing

1) Follow current CDC guidelines for cleaning and disinfecting
2) Alter cleaning schedules to focus on daytime needs
3) Assign one custodian to continuous sanitation of high traffic areas
4) Schedule hand washing and cleaning breaks for the classroom
Team #1 Recommendations

Transportation

1) Maximum capacity for each bus (22-24 per bus, one student per seat)
2) Follow current CDC guidelines for cleaning and disinfecting
3) Stagger arrival and dismissal times
4) Enforce student walking zones
Team #1 Recommendations

Transportation

5) Develop school specific plans for greater car traffic
6) Keep bus windows open for air circulation
7) Restrict food or eating on the bus
8) Load buses back-to-front and unload front-to-back
9) Follow MSDE guidance on students with disabilities
Team #1 Recommendations

Food Service

1) Grab-and-go breakfast/eat in the classroom
2) Lunch served in kitchen by student cohort class/eat in classroom
3) All food served in closable, to-go containers
4) Serving line sanitized between each student cohort visit
5) Install protective shields at serving points and cashier
6) Add additional staff as necessary
7) Follow all USDA, MSDE, & CDC regulations and guidelines

Notes: Preferred model; Financial Impact- Ala Carte Sales; Waivers; Food Allergies
Team #1 Recommendations

School Health/Nurses

1) Use CDC recommended PPE in all buildings
2) Train students, staff, parents on proper PPE use and cleaning
3) Develop guidelines for healthy hygiene behaviors
4) Provide soap, hand sanitizer, paper towels, tissues, trash containers
5) Identify an isolation space for those with COVID-19 symptoms
6) Use only communal bottle fillers - no water fountains
Team #1 Recommendations

School Health/Nurses

7) Include outside ventilation and greater air filtration
8) Follow CDC guidelines for cleaning/sanitation after ill occupant
9) Provide basic first aid supplies for classrooms
10) Identify protocol for return of ill students
11) Identify protocol on documentation for at-risk population
Team #1 Recommendations

Athletics

1) Assemble a Return to Play committee
2) Follow guidance from MPSSAA
3) Follow current CDC guidelines for cleaning and disinfecting
4) Partial team based practices for hybrid return
3) Full team based practices for full return
Team #1 Recommendations

Communication/Compliance

1) Consider QAC County Health Officer guidance
2) Include QACPS legal counsel in all reopening plans
3) Designate staff to respond to COVID-19 concerns
4) Develop protocols for how information will be relayed to district
# Team #1
## Estimated Budget Implications

<table>
<thead>
<tr>
<th>Building Access:</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Thermometers, if required - $320 per building (14 buildings)</td>
<td>$4480</td>
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</table>

<table>
<thead>
<tr>
<th>Building Utilization:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Social distancing markers - $500 per building (14 buildings)</td>
<td>$7000</td>
</tr>
<tr>
<td>● Isolation space - $1,000 per building (14 buildings)</td>
<td>$14,000</td>
</tr>
</tbody>
</table>
## Team #1
### Estimated Budget Implications

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss of revenue for outside groups - $250,000 per year</td>
<td>-$250,000</td>
</tr>
<tr>
<td>Plexiglass barriers - $1,500 per building (14 buildings)</td>
<td>$21,000</td>
</tr>
<tr>
<td><strong>Cleaning &amp; Sanitizing:</strong></td>
<td></td>
</tr>
<tr>
<td>Cleaning supplies/sprayers - $300,000 (September start, ongoing maintenance)</td>
<td>$300,000</td>
</tr>
<tr>
<td>Custodial assistance - $20,000</td>
<td>$20,000</td>
</tr>
</tbody>
</table>
**Team #1**

**Estimated Budget Implications**

<table>
<thead>
<tr>
<th>Transportation:</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Changes to bus routes to accommodate proposed scheduling models</td>
<td>TBD</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Food Service:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● If food is delivered to classrooms: Loss of revenue - $361,000 per year</td>
<td>-$361,000</td>
</tr>
<tr>
<td>● Equipment expenses - $50,000 (elementary only)</td>
<td>$50,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Health/Nurses:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● PPE - $70,000 (September start, ongoing maintenance)</td>
<td>$70,000</td>
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</table>
# Team #1

## Estimated Budget Implications

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Cost</th>
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<tbody>
<tr>
<td><strong>Water bottles - $440 per building (14 buildings)</strong></td>
<td>$6,160</td>
</tr>
<tr>
<td><strong>Modifications to Health Suites - $5,000 (elementary only)</strong></td>
<td>$5,000</td>
</tr>
<tr>
<td><strong>Athletics:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Transportation - $28,000 additional cost</strong></td>
<td>$28,000</td>
</tr>
<tr>
<td><strong>Loss of gate revenue - $40,000 per high school</strong></td>
<td>-$80,000</td>
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<tr>
<td><strong>Total loss of revenue</strong></td>
<td>-$691,000</td>
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<tr>
<td><strong>Total estimated budget implications (Team #1)</strong></td>
<td>$525,640</td>
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Tiger Team #2
Continuity of Teaching and Learning

Ms. Louisa Welch (Project Manager)
Principal of Bayside Elementary School

Mr. Adam Tolley (Project Manager)
Supervisor of Social Studies and Career and Technology Education
Team #2 Recommendations

Potential Scenarios - depending on current status

- Complete Distance Learning for All Students
- Hybrid Models - combine face-to-face and distance learning
- Complete Face-To-Face Learning for All Students
Elementary Hybrid Model Option #1 - A Day/B Day

- Student population is divided into 2 groups - A and B
- Group A attends school in person on Mondays/Thursdays
- Group B attends school in person on Tuesdays/Fridays
- Wednesdays
  - All students participate in distance learning with abbreviated schedule to allow teachers time for collaborative planning and professional development
  - Custodial staff use this day to deep clean/sanitize buildings

*Concern regarding the ability to transport this number of students safely following current CDC guidelines

*This would not be a viable option for middle/high schools due to scheduling needs, but would be an option for elementary levels.
Elementary Hybrid Model Option #2 - AA/BB Days

- Student population is divided into 2 groups - A and B
- Group A attends school in person on Mondays and Tuesdays
- Group B attends school in person on Thursdays and Fridays
- Wednesdays
  - All students participate in distance learning with abbreviated schedule to allow teachers time for collaborative planning and professional development
  - Custodial staff uses this time to deep clean/sanitize buildings

*This option reduces the transition of cohort groups.

*This would not be a viable option for middle/high schools due to scheduling needs, but would be an option for elementary levels.
Team #2 Recommendations

- Secondary - middle and high schools will continue with distance learning
High School CTE Courses

Six CTE courses would be offered at QACHS on an A/B day or AA/BB day schedule over the course of four days.

- Auto Tech, Carpentry, Cosmetology, Masonry, Nursing and Welding
- Teachers report at 7:30 a.m. with planning until 9:00 a.m.
- Students arrive at 9:05 a.m. and depart at 12:05 p.m.
- Teachers have their duty-free lunch from 12:05-12:25 p.m.
- 12:25-3:00 p.m teachers support virtual learners
Team #2 Recommendations

Consistency for Distance Learning:

- Expectations for the minimum number of online live (synchronous) teaching sessions
  - Elementary 3-4 per week
  - Secondary 1-2 per week per course
- Set schedules for online sessions to mitigate connectivity issues
  - Elementary - 7:45 AM-10:45 AM
  - High School - 10:15 AM-1:15 PM
  - Middle School - 12:45 PM-3:45 PM
- Procedure to safely collect paper learning packets to be returned to teachers
# Team #2
## Estimated Budget Implications

<table>
<thead>
<tr>
<th>Learning Management System:</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Schoology Annual Subscription</td>
<td>$50,000</td>
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</table>

<table>
<thead>
<tr>
<th>Professional Development:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Teacher stipends for ongoing professional development</td>
<td>$50,000</td>
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</tbody>
</table>

| Total estimated budget implications (Team #2)    | $100,000   |
Tiger Team #3
Accountability, Grading, and Reporting

Mrs. Michelle Carey (Project Manager)
Principal of Kennard Elementary School

Mrs. Julie Forbes (Project Manager)
Supervisor of Accountability, Assessment, and Data Management
Team #3 Recommendations

Grading and Reporting:

*Elementary:*
- All QACPS Elementary School policies and procedures for grading and progress reporting will remain the same
- Essential Curriculum should be covered with detailed pacing
- Mastery of Content with specifics to minimum and maximum of work submission
- All formative and summative assessments will be administered, scored and documented on the chosen LMS; diagnostic in nature
- Progress Reporting by Trimester will remain the same for the new content taught; the same 4-3-2-1 Rubric will be utilized
Team #3 Recommendations

Grading and Reporting:

*Middle:*

- All QACPS Middle School policies and procedures for grading will remain the same.
- Consistent with established percentages for new content learned; GPA from PowerSchool determined by the minimum number of assignments completed.
- Essential Curriculum should be covered with detailed pacing Mastery of Content with specifics to minimum and maximum of work submission.
- All progress and mastery assessments will be administered, scored and documented on the chosen LMS/Performance Matters; diagnostic in nature.
- Progress Reporting by Quarter will remain the same for the new content taught.
Team #3 Recommendations

Grading and Reporting:

High School:

- All QACPS High School Grading policies and procedures will remain the same
- Please refer to the high school grading policy for definitions and coding
- Year-long courses & semester courses (test security will be taken into consideration):
  (i) At the end of the course, an examination will be given
  (ii) Each examination will assess learning for that course
  (iii) The examination grade will constitute 15% of the final grade for the course
  (iv) No student is exempt from these examinations, and examinations may not be taken before a scheduled examination date, without approval from the Academic Dean and/or Principal
- Specific Scoring:

  \[
  A = 90-100\% \text{ (Outstanding level of achievement)} \\
  B = 80-89\% \text{ (High level of achievement)} \\
  C = 70-79\% \text{ (Satisfactory level of achievement)} \\
  D = 60-69\% \text{ (Low level of achievement)} \\
  F = \text{Below 60\% or lower (Failure)}
  \]
Team #3 Recommendations

- **Local Assessments**
  - Distance Learning Environment: All local assessments will be administered remotely with available security measures in place
  - Hybrid Learning Environment
    - Diagnostic assessments (ELA and Math) - in person administration
    - Benchmark assessments - remote administration
    - Midterm Exams - remote administration
    - Final Exams - in-person administration
  - Remote Administration Security Measures
    - Lock down Performance Matters browser
    - Testing windows will be at designated times in set amounts of time
    - Signed agreement between students and parents/guardians

- **State Assessments**
  - Determined by the MSDE

- **Attendance:**
  - Codes in PowerSchool to indicate if student is distance learning or attending in-person

- **Enrollment:**
  - Continue to collect back to school forms electronically
# Team #3
## Estimated Budget Implications

<table>
<thead>
<tr>
<th></th>
<th>Total Cost</th>
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<tbody>
<tr>
<td>Grading &amp; Progress Reporting:</td>
<td>$0</td>
</tr>
<tr>
<td>Local Assessments:</td>
<td>$0</td>
</tr>
<tr>
<td>State Assessments:</td>
<td>$0</td>
</tr>
<tr>
<td>Attendance:</td>
<td>$0</td>
</tr>
<tr>
<td>Enrollment:</td>
<td>$0</td>
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<tr>
<td>Total estimated budget implications (Team #3)</td>
<td>$0</td>
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Tiger Team #4
Social and Emotional Support

Ms. Krystal Chambers (Project Manager)
Principal of Centreville Middle School

Mr. Matt Evans (Project Manager)
Supervisor of Student Support Services
Team #4 Recommendations

- Social Emotional Learning (SEL) incorporated into the School Improvement Plan
- SEL incorporated into District PD calendar - Adverse Childhood Experiences (ACEs) and Zones of Regulation
- Each School will create a SEL team
- Consider modifications of the Master schedule to include advisory periods or morning meetings
- Create a virtual tour for parents and students to reduce anxiety and clarify expectations (ES, MS, HS)
- First two weeks of the school year will be a focus on SEL implementation
Team #4 Recommendations

- Self care resources and guidance for all staff
- **Family Supports** - Surveys, Communication re: SEL skills practice at home. Strategy cards for parents to alleviate stress and anxiety, provide sample schedules for parents
- **Parent Focus Group** - Allow parents to provide input regarding SEL needs for children
- **Group and Individual Counseling for students** - continue with current providers and look to expand services
- Utilize attendance code for students who are not in the building but engaged in distance learning
- Provide Gmail accounts for all parents to ensure access to LMS
# Team #4
## Estimated Budget Implications

<table>
<thead>
<tr>
<th>Teacher Stipends:</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stipends for 5 SEL Team members to meet for one hour on a monthly basis before or after school hours: 15 schools for 10 months</td>
<td>$16,125</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development:</th>
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<tbody>
<tr>
<td>• Two Mental Health Coordinators (10 month employees) planning for ACEs training: 1 full day at $21.50 per hour for 7 hours - $301.00</td>
<td>$301</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials of Instruction:</th>
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<tbody>
<tr>
<td>• Zones of Regulation Resource Book - One for each school-$800.00</td>
<td>$800</td>
</tr>
</tbody>
</table>

| Total estimated budget implications (Team #4)                                    | $17,226     |
Tiger Team #5
Technology and Connectivity

Mrs. Theresa Farnell (Project Manager)
Principal of Centreville Elementary School

Mr. Josh Combs (Project Manager)
Supervisor of Technology
Team #5 Recommendations

Connectivity & Access:

- Have an outdoor wireless access point installed at all schools
- Continue the use of MiFi personal mobile hotspots for the remainder of the year for student use at home without Internet access
- Create additional google accounts for PreK-2 students
- Create guidelines for collection and redistribution of student devices
Team #5 Recommendations

Student Device Collection (Chromebook/Dell Computers):

- Student will keep devices for use in our summer programs
- June 15-19, 2020

Return the Chromebook to school only if:
- The Chromebook is damaged and in need of repair. A loaner computer will be provided if available.
- If there is a personal device at home that can be used during the summer to access the digital programs. The Chromebook will be returned prior to the start of the 20-21 school year.
- The student is not participating in summer instructional programs.
Team #5 Recommendations

Student Device Collection (Chromebook/Dell Computers):

- Student will keep devices for use in our summer programs
- August 3-6, 2020

Return the Chromebook to school only if:
The student is in the possession of a Chromebook and is in a transition grade level.

- Transitioning from grade 4 at Church Hill or Sudlersville Elementary School to grade 5 at Sudlersville Middle School.
- Transitioning from grade 5 at Bayside or Grasonville Elementary School to grade 6 at Stevensville Middle School.
- Transitioning from grade 5 at Matapeake Elementary School to grade 6 at Matapeake Middle School.
- Transitioning from grade 5 at Kennard Elementary School to grade 6 at Centreville Middle School.
Team #5 Recommendations

Assessment Management/Necessary Upgrades:

- Upgrade our card catalog system which is how we track our student device inventory
- Purchase replacement Chromebooks for 3rd and 4th grade
- Purchase Chromebooks for 2nd grade
  - Sample Chromebook Distribution Protocol
- Upgrade district firewall
## Team #5
### Estimated Budget Implications

<table>
<thead>
<tr>
<th>Technology Equipment</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Second grade Chromebooks: $214,102</td>
<td>$214,102</td>
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<tr>
<td>Total estimated budget implications (Team #5)</td>
<td>$214,102</td>
</tr>
</tbody>
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Tiger Team #6
Staffing, Professional Development, Teacher Evaluations

Mrs. Jennifer Schrecongost (Project Manager)
Principal of Matapeake Elementary School

Mrs. Kaylene Kovach (Project Manager)
Assistant Principal of Matapeake Middle School
Team #6 Recommendations

Recruit, Interview, and Hire New Staff:

All scenarios - Full Return, Hybrid, Distance Learning

- Follow current protocols established by HR (All)
- Utilize virtual platform for interviews (All)
- Redesign mentor program (All)
- Develop virtual New Teacher Orientation Program (Hybrid & Distance)
- Policy review to adapt/adjust to changing expectations (All)
Team #6 Recommendations

Teacher Professional Development:

All scenarios - Full Return, Hybrid, Distance Learning

- Administer Teacher Survey
- Tailor professional development based upon survey data
- Utilize both in-house modules, MSDE and external virtual providers
- Coordinate with Innovation Center Team #4 (currently developing a Professional Development Handbook)
Team #6 Recommendations

A & S Professional Development and Meetings:

Scenarios: Hybrid and Distance Learning

- Use survey data to ensure principals and supervisors build the capacity to support teachers and families
- Continue utilizing online platform for virtual A & S meetings

Staff Utilization

All scenarios - Full Return, Hybrid, Distance Learning

- Principals or direct supervisors responsible for task delegation
- Develop a bank of suggested/potential tasks to best utilize all staff
Team #6 Recommendations

Observations in a Virtual Classroom:

Scenarios - Hybrid and Distance Learning

- Establish clear expectations for online teaching and observations
- Adapt observation tool to align with expectations for planning, instruction, assessment and climate in a virtual environment

Providing Teacher Feedback and Coaching:

Scenarios - Hybrid and Distance Learning

- Develop informal “virtual walkthrough” checklist tool
- Provide professional development to instructional specialists to support distance learning
# Team #6
## Estimated Budget Implications

<table>
<thead>
<tr>
<th>Teacher Stipends</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stipends to develop a classroom observation tool to reflect delivery of instruction in a virtual classroom environment.</td>
<td>$4,000</td>
</tr>
<tr>
<td>• Stipends to develop professional development modules within the Learning Management System to support professional learning communities by grade level and content.</td>
<td>$6,000</td>
</tr>
<tr>
<td><strong>Total estimated budget implications (Team #6)</strong></td>
<td><strong>$10,000</strong></td>
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## Summary

### Estimated District Budget Implications

<table>
<thead>
<tr>
<th>Project Management Team</th>
<th>Total Cost</th>
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<tbody>
<tr>
<td>Tiger Team #1</td>
<td>$525,640</td>
</tr>
<tr>
<td>Tiger Team #2</td>
<td>$100,000</td>
</tr>
<tr>
<td>Tiger Team #3</td>
<td>$0</td>
</tr>
<tr>
<td>Tiger Team #4</td>
<td>$17,226</td>
</tr>
<tr>
<td>Tiger Team #5</td>
<td>$214,102</td>
</tr>
<tr>
<td>Tiger Team #6</td>
<td>$10,000</td>
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<tr>
<td>Total estimated district loss of revenue</td>
<td>-$691,000</td>
</tr>
<tr>
<td>Total estimated district budget implications</td>
<td>$866,968</td>
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Next Steps

- **July 1-24, 2020** - Public comment on QACPS District Plan to Reopen

- **August 5, 2020** - Revised QACPS District Plan presented to BOE

- **August 14, 2020** - Final QACPS District Plan to Reopen posted on QACPS website
Questions and Answers